



Spectronics *Expertly supporting your choice*

Literacy for All

Including ALL students in the literacy curriculum


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Literacy for All

- It is reasonable to assume that all children come to school with the dispositions to learn and to make the best sense they can of their experience, even though they might never have been read to, heard a story, looked at a book or held a pencil, or otherwise become “ready” for school (Katz, 1997).



Our National Literacy Plan

“The Australian Government considers that literacy and numeracy are the cornerstones of all learning and that it is crucial for children to develop these foundation skills at the earliest possible time in their school years. A key priority has been to focus on achieving real, sustained improvements in the literacy and numeracy skills of Australian children to better prepare them for their futures. **Ensuring all students gain at least a minimum acceptable standard in literacy and numeracy is critical in overcoming educational disadvantage.** This means that gaining literacy and numeracy skills is a central equity issue in education today” (DEST, 2005)





Our National Literacy Plan

The focus of the National Plan on the early years takes account of a number of factors known to be critical in relation to the acquisition of literacy. These include:

- the central importance of literacy in the early years of schooling;*
- the recognition that children who fail to learn basic skills in reading, writing, speaking and listening by the end of Year 3 can be disadvantaged for life;***
- the importance of home literacy practices which support literacy development in the pre-school and early school years, such as early exposure to print, especially stories, and a supportive family environment;*
- the significance of parental involvement in the early years of schooling and family literacy programmes;*
- the need for teachers in the early years to have an extensive repertoire of effective teaching and intervention strategies;*
- the impact of patterns of attendance and participation;*
- the need for adequate school time to be devoted to literacy teaching.***

DEST (1998)




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So how do we teach literacy?


Balanced Instruction

- Phonological awareness, letter recognition facility, familiarity with spelling patterns, spelling-sound relations, and individual words must be developed in concert with real reading and real writing and with deliberate reflection on the forms, functions, and meanings of texts (Adams, 1990).




Phonics vs Whole Language

- Phonics is essentially a series of rules that children have to memorise.
- Whole language uses connected print to introduce reading, encouraging students to memorise words as whole units.
- Phonics is “part-whole” teaching
- Whole language is “whole-part” teaching




Balanced Approach


- Includes both whole-part and part-whole
- “The Committee recommends that teachers provide systematic, direct and explicit phonics instruction so that children master the essential alphabetic code-breaking skills required for foundational reading proficiency. Equally, that teachers provide an integrated approach to reading that supports the development of oral language, vocabulary, grammar, reading fluency, comprehension and the literacies of new technologies.” (Australian National Inquiry into the teaching Literacy, 2005)



Explicit, Meaningful Instruction

- For children who may, for a variety of reasons, be identified as being at risk of not making sufficient progress, appropriate intervention strategies are particularly significant. Research demonstrates that early literacy intervention programmes with a focus on learning and on authentic reading and writing tasks can prevent many first-grade children from failing to learn to read (Hiebert, E. H. and Taylor, B. M. (eds), 1994).



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If All Children Are to Learn, All Teachers Must Teach Everything

(Koppenhaver, Erickson & Clendon, 2008)

The Four Blocks Approach

- Guided Reading
- Self-Selected Reading
- Writing
- Working with Words

(Cunningham, Hall & Defee, 1991)



Guided Reading

- Primary purposes are to assist students to:
 - Understand that reading involves thinking and meaning-making.
 - Become more strategic in their own reading.
- Must use a wide variety of books and other print materials.



Self-Selected Reading

- Primary purposes are to assist students to:
 - Understand why they might want to learn.
 - Become automatic in skill application.
 - Choose to read after they learn how.
- It isn't self-selected if you don't choose it yourself.
- You can't get good at it if it is too difficult.



Writing

- Students who write become better readers, writers and thinkers.
- Learn in classroom writing communities:
 - Write for real reasons
 - See others do so
 - Interact with peers and teachers about written content, use and form.



Working with Words

- Primary purpose is to help students become strategic in reading words.
- Make words instruction:
 - Words based
 - Experience based
 - Age-appropriate
- Should result in students who read and write
 - More
 - More successfully and independently
 - With greater enjoyment



Guided Reading

Goals of Guided Reading

- Help students develop the skills and understanding necessary to be strategic in reading a wide variety of texts.
- Provide experience with a variety of text types.
- Increase ability to self-select and apply purpose for comprehending.
- Listening comprehension is not a replacement for the reading done in this block.



Guided Reading – beginning readers

- 1 text per week
- Multiple forms of reading – choral, echo, sharing, partner, etc.



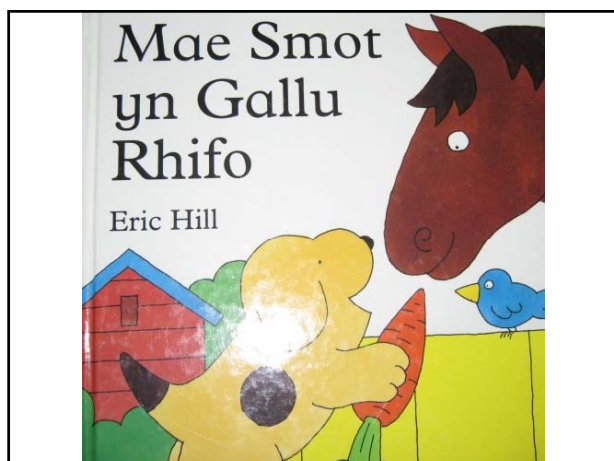
Repeated Guided Reading

- Build confidence
- Help students become independent



Guided Reading Procedure – beginning readers

- Picture walk
- Shared reading – “say anything”, “just like”, “catch me if you can”.
- Action purposes – reader’s theatre, drawing, etc.
- Linguistic purposes – sentence ordering, word ordering, write our own version.



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Three Part Guided Reading

- Before – background knowledge, personal connection making and purpose setting.
- During – reading / listening for bulk of allocated time.
- After – follow-up and feedback related to pre-reading discussion. Also, related writing, drama, singing, etc. Connecting new to known.



Directed reading-thinking activity (DRTA)

- Students look at titles or pictures and PREDICT story.
- Students READ to a predetermined stopping point.
- Students PROVE the accuracy of their predictions and modify or make new predictions.



K-W-L (Ogle, 1986)

- Know – what do I know?
 - Identify key concept in text and ask students to tell you what they know about it.
- Want: what do I want to know?
- Learn: what have I learned?



Kolah the Koala



Jon Resnick and Jan Davis

Purposes for reading

- Developing readers have not learned to set their own purposes for reading.
- If a purpose is not set, the implied purposes are “*read this to remember everything and read this to guess what I am going to ask you*”
- Purposes should be broad enough to motivate processing of entire text.



Guided Reading

- A book for guided reading is usually read and re-read through the week.
- Different purposes for reading it are set each day.
- Students can participate in the reading and in setting these purposes as they become more skilled.



Alternatives to Oral Reading for students with disabilities

- Partner reading – allows peers to help one another.
- Book club groups
- Everyone read to.....
- Reading through communication device
- Bookworm from AbleNet



Guided Reading Books

- Those you already have
- Information from the www
- Created books on topics of interest in PowerPoint, Clicker 5, Boardmaker Plus
- Tar Heel Reader
- Start-to-Finish Books



Self-Selected Reading

Self-selected Reading

- Increase the odds that students choose to read once they are able
- Increase competence in skimming, scanning, sampling, selecting appropriate and interesting books
- Increase competence in sharing interest and excitement about reading
- Increase fluency in application of skills learned in guided reading and words blocks



Read Alouds

- Teacher to read to students every day regardless of student's age or reading ability
- Select books that are at or near the student's listening comprehension levels
- Attract students to new authors and new books by reading only the beginning of a book and leaving them hanging



Books for older students

- Use popular song lyrics as texts
- Use magazine articles to create texts
- Create custom books
- Tar Heel Reader



How to encourage self selection

- Electronic book selection
- Shelf / book box for each student
- Make books interesting and exciting!



Self-selected reading for students with disabilities

- Need to make books accessible to ALL students
- Many children with disabilities have fewer opportunities to practice than their peers and when they do are often passive participants (Koppenhaver and Yoder, 1992).



Making books accessible

- Books can also be made accessible in a range of ways:
- page fluffers
- cardboard inserts
- book stands
- Bookworm from AbleNet
- Electronic Page Turners



Electronic Page Turners



Electronic Accessible Books

- Accessible books allow students to do independent reading
- Talking books also give them the option for support from the computer if needed.



Re-creating Picture Books

- One of the most common Accessible Books are re-created standard picture books.
- This lets children of all abilities read these books independently.
- Also lets us modify the books to suit individual students – make the text bigger for students with vision difficulties, simplify the presentation style for students who are visually distractible, etc.



Creating your own books

- Books with familiar photos can be more meaningful and motivating for many children
- You can make older content with simple text
- Students can get involved in book creation



Talking books Boardmaker Plus/Clicker 5/PowerPoint/SwitchIt Maker/My Own Bookshelf



Tar Heel Reader

- <http://tarheelreader.org/>
- Lots of simple books on a wide variety of topics suitable for older students (and students of all ages)



MeVille to WeVille

- Literacy curriculum for students with moderate to severe intellectual disability
- Three separate units
- Research based and research validated (Erickson et al, 2005)



Writing

Written Composition

- Written composition is the ultimate goal of writing instruction.
- Sub-skills such as spelling, punctuation and grammar usage are important, but their importance is determined by how much they assist the writer in composing a meaningful text.
- All things done in the name of writing instruction should build towards the long-term goal of improving independent composition of meaningful texts.



Writing

- Writing consists of a large number of sub-skills.
- These include:
 - Ideas, language, spelling, sensory motor skills, word identification, word generation, etc.
- Many of these skills, especially operational skills, need to be automatic before a writer becomes fluent.
- Need to address both
 - the development of skills for writing
 - meeting current requirements for writing (record school work, demonstrate knowledge, write to friends etc.).



Writing and Reading

- Without a pencil writing doesn't improve
- Without writing, reading development will be limited
- If a student doesn't have a pencil, you need to find one!



Developmental Spelling Stages

- Print has meaning (emergent writing) – scribble, numbers, letter-like strings, letters
- Visual Cue – read/spell in environmental context, tuned to distinctive visual features
- Phonetic Cue – sound it out, “glue to print” (initial sound, initial + final, initial, medial + final)
- Transitional – rule based e.g. putting past tense on every verb
- Conventional

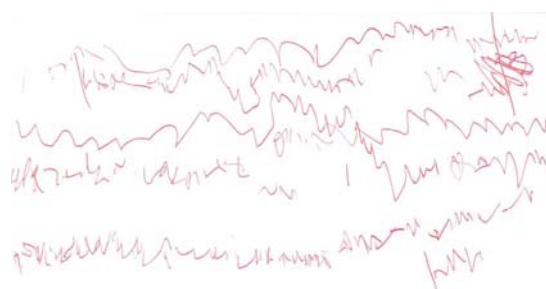


Print-has-meaning intervention

- Must learn that print has communicative function
 - Point out environmental print
 - Create language experience texts
 - Use Big Books and point to text as you read
 - Use predictable books and pattern books
- Provide daily opportunities to write for real reasons.



Writing for real purposes



Visual Cue Intervention

- Must learn that letters and sounds are systematically related
 - Use patterned, rhymed text to foster phonological awareness
 - Encourage invented spelling
 - Informal phonics instruction (there's a B like in your name Bob)
 - Use voice output during writing activities.



Phonetic Cue Intervention

- Must learn automatic application of decoding strategies and develop large sight vocabulary
 - Read, write, listen across tasks and texts
 - Use words on the wall
 - Begin using word prediction as soon as child can pick first letter or the word represented.



Whole-to-part written composition

- In order to construct meaning in text three processes must be working simultaneously (Flower and Hayes, 1981)
 - Planning
 - Translating
 - Reviewing
- Each of these processes is a part of composition and a whole in itself
- Text production also plays a role but is addressed in a different manner.



Writing Intervention

- Inherently multilevel and individualised.
- Typically chaotic in classroom context.
- Goals: creating skills, experiences and interest to help children write well and use writing to accomplish their own purposes.
- Plan volume of writing versus quality of writing, number of pieces versus length of pieces.



Writing Intervention

- Focused mini-lessons on various aspects of the writing process e.g. brainstorming.
- These happen daily for the majority of writing time.



Writing Mini-Lessons

- Examples are
 - Using a spellchecker
 - Capitalising the first word of every sentence
 - Brainstorming
 - Revision (thinking like your audience)
 - Poetry forms
 - Using mind mapping



Writing for students with disabilities

- ALL students must be provided with a pencil before they can start writing



Writing



Importance of spelling for students using AAC

- In addition to all the usual benefits of being able to spell, spelling allows people who have complex communication needs to independently generate their own words for “speech” and writing
- Not dependent on others to predict and place whole words/pictographs on their AAC systems



Technology to support print-has-meaning stage

- Provide the child with a pencil equivalent and access to the alphabet.
 - Onscreen keyboards with mouse alternatives
 - Onscreen keyboard with scanning arrays
 - Intellikeys
 - Eye pointing displays
 - Communication device with a “keyboard”



Some options for production difficulties

- Talking word processor
- Word prediction
 - On computer
 - In communication software



Strategies to address language expression difficulties

- Brainstorming vocabulary
- Ear spelling
- Respond only to content except in final draft
- Picture descriptions
- Sentence expansion
- Sentence combining
- Can't stop writing



Scaffolds for expressive language

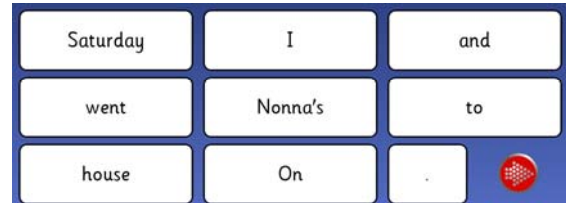


- a page of sentence starters
- lead in and story completion
- retelling familiar stories using story specific display (with or without additional options to change story)
- slot fillers (student generated or provided options)

See Musselwhite & King De Baun (1997)



Scaffolding in Clicker 5



Models

- Present the form to teach the form



Sentence Combining

- Direct instruction in producing more complex syntactic structures.
- Give students sets of two or more sentences to combine into one
 - E.g. the box is heavy
 - The box is big
 - The box is full



Scales

- Also called rubrics – providing examples of good writing on a specific area e.g. here's a piece of writing with good action verbs. Now you write one.



Inquiry

- Pose a problem
- Compile data as a group
- Write about it as individuals



Free writing

- Also called Can't stop writing
- Writing without standards (I.e. not even teaching!)



Teaching strategies for planning difficulties

- Revision
- Peer group writing
- Outlining / webbing (KWL, Inspiration)
- Writing on familiar topics
- Content instruction
- Inquiry approaches (these have the most positive impact)



Teaching writing

- Hillocks (1995) found different writing interventions produced the following results:
 - Models = 21% increased output
 - Sentence combining = 35%
 - Scales = 36%
 - Inquiry = 37%
 - Free writing = 16%
 - Grammar / mechanics = -30%



Working with Words

Early Reading Instruction

- Three primary views on what to emphasise in early word level instruction
 - Predictability
 - Decoding
 - Sight words
- Treated as mutually exclusive, yet are not.
- Question is not which is best, but how to make the most of each.



Successful early reading instruction

- Decoding (phonics) and sight word instruction
- Frequent opportunities to read and re-read easy, interesting and motivating books.
- Frequent opportunities to write for personally meaningful reasons using invented spelling and no standards
- Frequent experiences reading a book with an adult for enjoyment and understanding.



Good readers'/writers' strategies

- Recognise/spell most words immediately and automatically
- Recode words into sound, encode sounds into words
- Look at virtually all the words and letters
- Accurately and quickly pronounce infrequent, phonetically regular words.
- Recognise when a word is unfamiliar



Good readers'/writers' strategies

- Decode/recode using spelling patterns and analogy to similar letter patterns and sounds associated with them
- Produce a pronunciation that matches a real word already in oral vocabulary
- Re-read sentence to cross check with context



Inner Voice

- People who use AAC talk about an "inner" voice.
- Typically developing children sound things "out loud" then move to inner voice "saying in their head".
- Essential that we teach people who use AAC develop to develop their inner voice early.
- Helps them to encode and recode, spell, produce language, etc.



Working with Words

- Needs to be done very regularly
- Skills taught are essential for reading and writing development



Letter name learning

- Associate with familiar foods, do-able actions, familiar objects, pictorial mnemonics
- Use of talking word processors with letter-level feedback
- Use of alternative picture-based keyboards with letter name feedback



Homemade Alphabet Books

- Make alphabet and letter books with student's names, topics...



Word Wall

- Used to teach words that you don't want students to have to work to decode or spell
- Learning not exposure – about learning 5 words not being exposed to 20
- Need/want/use vs. curriculum driven direct-instruction



Onset and Rime families

- E.g. ack, ail, ain, ake, ale, ame, an, ine
- Teach one word representing each of these endings, then in other activities teach the children what to do to transfer “back” to “sack, hack”



Making Words

- Cunningham and Cunningham (1992)
- Scaffolded program to encourage people to become confident about making individual words.



Making Words

- Let's have a look



Accessible programs to support Working with Words Block

- Clicker 5
- Clicker Phonics
- Boardmaker Plus
- Cloze Pro
- Jigworks
- Dynamic display AAC devices



Clicker 5 – Onset Rime



Literacy for All Concluding remarks

- Automatic and accurate decoding are essential to successful silent reading comprehension
- You cannot rely solely on a single phonics, sight word or predictability approach to instruction, if you want students to successfully learn to read
- Instruction in word reading is only one component of a reading/writing instructional program



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